



School Best Practices for Inclusive Education (BPIE) Annual Update for School Improvement Plan

To be implemented in SY 2025/2026

School: North Side Elementary	BPIE Contact Person: Lisa Dalachinsky
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Purpose of the BPIE: The Best Practices for Inclusive Education (BPIE) is a structured assessment process designed to help schools identify priority needs, develop short-term and long-term improvement strategies and organize resources to support the implementation of inclusive practices school wide. This complies with Florida Statute 1003.57(1)(f) which mandates that every school and school district complete the process **every three years**.

Directions to Complete the School BPIE Annual Update for School Improvement Plan

1. Upload the current School BPIE Assessment conducted by your school team (the BPIE assessment is conducted EVERY THREE YEARS).
2. Download the BPIE Annual Update for School Improvement Plan Template.
3. Complete the contact information for your school.
4. Refer to the School BPIE Assessment to view the Prioritized Indicators selected at the end of the document.
5. **Determine which of those prioritized indicators the school will focus on for the current school year.**
6. Complete the table: the indicator #, activities/efforts planned and method to monitor progress towards improvement.
7. If needed, please refer to the Examples of Evidence of Practice for a selected indicator (in the School BPIE Assessment document) to assist you in completing planned activities.

# Selected Prioritized Indicator	Planned Activities for Improvement in the Prioritized Indicator	Method of progress monitoring improvement in the selected Prioritized School BPIE Indicator
29. Family members of SWD are contributing members of school decision-making groups.	<ul style="list-style-type: none"> • School administrators actively recruit family members of SWD to participate in school decision-making groups, including the School Advisory Council. • Family members of SWD are active members of groups such as the Parent Teacher Association (PTA) and school sub-committees (e.g., Fall Festival, Band Boosters). Invite parents to attend IEP Meetings multiple ways (prior written notice and phone calls.	Meeting signatures, sign in signatures, and committee members, parent survey

<p>28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.</p>	<ul style="list-style-type: none"> • Teachers identify and discuss their various roles (e.g., collaborative teaching structures) during the lesson planning process. • Teachers determine appropriate accommodations and other supports (e.g., behavior, visual and communication) for individual students. • Teachers have consensus on grading procedures, especially when accommodations or modifications are provided for individual students. • Teachers share roles and responsibilities such that distinctions between special education and the content- or grade-level teacher are not obvious. • Teachers have parity in their roles so that one teacher does not have more responsibility for instruction and assessment than the other. • Teachers reflect on and assess their effectiveness as collaborative teachers 	<p>Rtl documentation, sign in sheets, Teacher, IEP meeting input, on-going teacher training through PLCs and faculty meetings. Surveys</p>
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If you have questions about completing this document, please contact: Dr. Avrilios Moumoutjis ESE Supervisor Avrilios.moumoutjis@browardschools.com